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ABSTRACT

A model based on organizational theory was used in this study to discover educational goals emphasized by teachers in classrooms and to explore the impact of the social organization of schooling on these goals. Age-grade structure was examined as a possible organizational characteristic influencing moral and technical goals selected by teachers. Technical goals reflect such cognitive emphases as development of reading competency. Development of commitment to societal values is a moral goal. Seventy Chicago teachers in public and Catholic elementary schools were asked by questionnaire to indicate the degree of emphasis they place on learning a set of moral and technical goals in their classrooms. Basic skills, reading, and arithmethic represented technical goals; honesty, cooperation, and citizenship were moral goals. Age-grade level, type of school (public and Catholic), and student composition were independent variables. Teacher emphasis on the six goals were dependent variables. Some evidence indicates that emphasis on basic skills and reading increases as a function of age-grade level, with an accompanying decrease in emphasis on honesty. Expected differences between type of school were not found. Further research is necessary for firm conclusions about how teachers actually select and implement goals. Twenty-one references are appended. (CJH)

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The Discovery of Educational Goals: An Organizational Perspective

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Abstract

The purpose of this study is to propose a simple model based on organizational theory which can be used to discover the educational goals selected by teachers to guide their classroom behaviors. The major organizational characteristic examined is the age-grade structure of schooling. The educational goals of teachers are broadly classified as technical or moral goals. The technical goals reflect the cognitive goal emphasis of teachers (e.g., the development of competence by students to perform basic reading and arithmetic tasks), while the moral goals of teachers reflect affective educational objectives (e.g., the development of commitment by students to the broad of values society).

The age-grade structure of schooling was examined as a possible organizational characteristic that may influence the moral and technical goals selected by teachers for emphasis in their classrooms. The focus of this study is on the discovery of the intended goals of teachers and the impact which the social organization of schooling has on these goals. This study is viewed as the first step in a more complete analysis of the role of goals in schools viewed as social organizations which would include an examination of the implemented goals as well as the goals internalized by the students.

In order to provide a preliminary examination of the proposed model, 70 elementary school teachers in public and Catholic schools in the metropolitan Chicago area were asked to indicate the degree of emphasis which they place on the learning of a set of moral and technical goals in their classrooms. There is some support for the idea that age-grade structure has an effect on teacher goals, however further research is needed on how teachers actually select and implement educational goals.

The Discovery of Educational Goals: An Organizational Perspective

> In a modern society, where large organizations have acquired unprecedented importance, social scientists have increasingly sought to understand the nature of organizational goals - what they are, what shapes or determines them, what their impact is upon the environment, and how they change.
>
> (Perrow, 1968, p. 305)

Introduction

The problem of which goals should guide educational organizations has been of perennial concern. Almost every educational philosopher from Confucius, Plato and Aristotle to Whitehead, Russell and Dewey has addressed the issue of educational goals . In spite of the great attention directed towards the selection of possible educational goals, relatively little is known about the actual emphasis placed by teachers on specific educational goals. The extent to which these goals are used to guide the classroom behaviors of teachers is also unclear. As Lortie (1975) has pointed out:

> Since authority structures in school are loose and students spend most of their time with classroom teachers, the goals to which teachers are are committed are particularly influential. In assessing the impact of schooling, therefore, it is wise to take account of the beliefs, goals and actions of teachers.
>
> (Lortie, 1975, p. 132)

Given the importance of educational goals, and since teachers play a key role in determining what is learned in school, the discovery of the actual educational goals emphasized by teachers in their classrooms becomes a significant problem that must be addressed.

The essence of the problem is that the educational goals

emphasized by teachers in their classrooms may be very different from the intended goals which are prepared by state and local curriculum committees, or even originally intended by teachers in their written lesson plans. The educational goals which are actually emphasized in classrooms are likely to have an important effect on the lessons which are learned by the students. The discovery of teacher goals may be a promising approach for understanding what children are learning in school.

The problem of goals has also been of great interest to organizational theorists. As Perrow (1970) has pointed out:

> The concept of organizational goals, like the concepts of power, authority, or leadership, has been unusually resistant to precise, unambiguous definition. Yet a definition of goals is necessary and unavoidable in organizational analysis. Organizations are established to do something; they perform work directed toward some end.
>
> (Perrow, 1970, p. 133)

The view of goals in organizational theory has ranged from the classic work of Parsons (1956) who suggested that an organization is defined as pursuing a specific goal to the observation that organizations can pursue multiple goals (Thompson, 1967). Perrow (1968) has identified three traditions in the literature on organizational goals: (1) the overrational micro-economic theories of the 1940s which stressed that the major goal of the firm was to maximize profit, (2) the sociological perspective which viewed organizations as complex institutions with evolving goals and a "character" of their own, rather than rational tools designed to achieve a single intended goal and (3) the work on organizational change in mental hospitals and

prisons ("people-changing organizations"), both of which are pursue at least two goals simultaneously - treatment as well as custody.

The problem of educational goals must be addressed in order to develop a meaningful conception of school as a social organization. There have been several models proposed for examining schools as social organizations.

In the first sociological study of schools, Waller (1932) developed a view of the school as a social organization. In his conceptualization of the school, he stressed several "institutional" characteristics which included the temporal and age-graded organization of schools as well as several other factors. Waller (1932) also identified what he believed to be the two major role dilemmas of teachers in the classroom. The first dilemma relates to the maintenance of discipline and the social order of the classroom. The dilemma is basically a conflict between bureacratic control - the students comply because they fear teacher sanctions, and the use of affective reinforcement where the teacher develops a personal bond with the students - they "behave" because they <u>like</u> the teacher. The second dilemma is related to whether or not the teacher's main goal should be nurturance of the student (moral) or student achievement (technical).

Parsons (1959) in his classic article on the school class as a social system outlined a functional point of view. He focused on how the school class performs two major functions in American society - socialization and selection. He defines socialization in terms of how

the school class leads to the internalization by students of the necessary commitments and capacities for successful performance of future roles. The second major function is selection which focuses on the allocation of human resources (the students) to positions within the role structure of adult society after the completion of schooling.

There have been several other views of the school as a social organization. Getzels and Thelen (1960) proposed a model of the classroom group as a unique social system. According to their model:

> All working groups, including, of course, the classroom group, have certain characteristics in common. All groups, for example, have a goal they seek to achieve; they have participants who are joined together for the purpose of achieving the goal; the activities of the group are founded in some type of control or leadership; the group has explicit and implicit relationships to other groups or institutions.
>
> (Getzels and Thelen, 1960, p. 53)

According to Getzels and Thelen (1960), the major goal of the classroom group is learning - "Like truth or beauty, education is in many ways its own excuse for being, and, in this sense, learning is not merely a means to other goals it is the goal" (p. 54).

Bidwell (1965, 1979) has presented a view of schools as formal organizations. According to Bidwell (1965), elementary and secondary school systems are conceived of as client-serving organizations with a specific service function - the moral and technical socialization of children. Bidwell (1965) does not appear to directly treat educational goals as problematic, however his discussion of Waller (1932) suggests a recognition that teachers face "dilemmas" which reflect multiple and conflicting educational goals in classrooms.

Barr and Dreeben (1983) have proposed a more current perspective on classrooms as social organizations. Their work focuses on the questions of what educational effects are and how they are produced. In answering these questions, Barr and Dreeben (1983) view the school system in terms of five distinct levels of organization - district, school, class, group and individual. Each of these levels has a "particular and characteristic productive agenda" (p. 153). Within the context of the current discussion of organizational goals, their work suggests that each level may have a unique set of goals.

In this study, schools are viewed as social organizations with their primary goals related to the moral and technical socialization of students. Although a variety of participants in the educational organization have goals - students, parents, principals and other school administrators, the focus of this study is on the educational goals of teachers and the extent to which organizational factors influence these goals in elementary school classrooms.

Theoretical Framework and Hypotheses

In this section a general perspective on school as a social organization will be developed. The concept of goal plays a key role. This general perspective is an attempt to merge the conceptual work on goals as its has developed in the literature on organizational theory with the work developed by educational theorists on the goals and objectives of education. Since similar questions about goals have been raised by organizational and educational theorists, a juxtaposition of these two perspectives may help us to understand the

role of goals in both areas.

Conceptual view of goals

The overall view of goals in educational organizations which is used to guide this study is based on the idea that there are three major types of goals which play a role in educational organizations. These three major types of educational goals are intended, implemented and internalized goals.

The intended goals of educational organizations are at least partially reflected in the written curriculum of the schools. For example, teachers typically have daily lesson plans that reflect the intended goals of the school curriculum. Although these "plans" frequently vary in terms of specificity of goals, nonetheless an organizational perspective on the classroom as a social organization could focus on teacher intentions and goal orientations. The intended goals of teachers can be both moral and technical.

Kelly (1982) in her case study of teachers in colonial Vietnam between 1918 and 1938 focused on how teachers mediate the curricular content. The intended curriculum was developed by the French colonial authority, and despite an elaborate system for controlling what should be taught, the Vietnamese teachers were able to selectively transmit this intended curriculum. This study is important because it highlights the great freedom which teachers have to select their own educational goals for emphasis in their classrooms.

In another study of teacher goals, Prawat (1985) focused on the cognitive and affective goal orientations of elementary school

teachers using interviews with 40 teachers. He concluded that public school teachers do differ in the priority and emphasis which they place on cognitive versus affective goals in education, and that this group of elementary school teachers place an inordinately high emphasis on affective concerns. Shavelson and Stern (1981) have provided a useful review of additional research on the thinking of teachers primarily in terms of cognitive objectives and goals.

The idea that teachers select goals and then design a set of instructional procedures for implementing these goals is overly simplistic. A more practical view of goals is that the implemented goals are a function of the intended goals of the teachers as well as salient organizational characteristics. This implies a more realistic view of the classroom as a social organization in which the implemented goals are "negotiated" and the actual goals are "compromises".

The intended goals reflect the planned learning experiences which are designed to produce the desired changes in the attitudes, values and behaviors of students. The implemented goals can be viewed as a combination of planned and unplanned goals. Of course, educational organizations are not unique in that the implemented goals may vary significantly from the intended or publicly stated goals.

The final concept of goals is related to the internalized goals and outcomes, those goals which the students actually learn as a consequence of their participation in the schooling process. The effects, outcomes and internalized goals are modelled as a function of the educational processes or classroom technologies which are

implemented and salient student characteristics. Some examples of student characteristics that may have an impact on what is learned are student gender, socioeconomic status and motivation.

The concept of goals is viewed in terms of three distinct types within the structure of the educational organization. The intended goals reflect the manifest and written goals of schools, the implemented goals reflect the actual classroom processes which are a function of teacher goals and the organizational characteristics of the schools. The third view of goals is in terms of internalized goals which represent the effects or outcomes of schooling. The internalized goals are modelled as a function of implemented goals and student characteristics.

As pointed out earlier, the educational goals emphasized by teachers can be used to define the goals of the school classroom as a social organization. While the possible goals of education are numerous, this study focuses on the goals of education which are related to the socialization function of schools. The main problem is the discovery of the actual educational goals which are emphasized by teachers in the areas of moral and technical socialization. This distinction between moral and technical goals follows Parsons (1959) view of the socialization function of schools. The technical goals of education reflect the

> purely "cognitive" learning of information, skills, and frames of reference associated with empirical knowledge and technological mastery. . . . With these basic skills goes assimilation of much factual information about the world.
> (Parsons, 1959, p. 440)

The goals of education also have a second component which

> . . . may be broadly called a moral one. In In earlier generations of schooling this was known as "deportment". Somewhat more generally it might be called responsible citizenship in the school community. Such things as respect for the teacher, consideration and cooperativeness in relation to fellow pupils and good "work-habits". (Parsons, 1959, p. 440)

The focus of this study is on the discovery of the actual goals selected by teachers for emphasis in their classrooms. The problem is that the educational goals actually emphasized by teachers may be different from the goals included in the written plans prepared by state and local curriculum committees or even the written lesson plans of teachers. These goals are still "intended", but the social organization of schooling influences the goals selected for emphasis by teachers. For example, a teacher may want to develop a commitment to democratic values by her students. She believes that the best way to "teach" this value is to allow the students to participate in the classroom decision-making process. These plans are not implemented because she is assigned a class of 40 students rather than the 15 students which she expected. The size of the classroom which is an organizational variable led to a modification of the teacher's goals.

In addition to simply discovering the intended educational goals, it is important to examine the emphasis placed by teachers on the moral and technical goals of schooling. As Waller (1932) pointed out, this decision to emphasize nurturance versus achievement is one of the major dilemmas faced by teachers.

The discovery of teacher goal emphasis may be a promising

approach for understanding one important source of the hidden or latent curriculum (Engelhard, 1985). The latent curriculum can be defined as the unplanned experiences which are created as an unanticipated consequence or side-effect of the planned learning which occur in school and school-related activities. The key idea here is that the social organization of the schools may have an impact on both what the teachers' plan — their intended goals — and also the instructional methods used by the teacher -- their implemented goals.

Organizational characteristics and educational goals

> A salient institutional characteristic of contemporary education frequently overlooked in the study of schools as social organizations is the influence of the age-grade relationship between the educational organization and the student as the object of organizational effort.
> (Hodgkins and Herriott, 1970, p. 90)

There are a variety of organizational characteristics that may have an impact on the educational goals which are selected by teachers for emphasis in their classrooms. The size of the organization may be an important factor (Slater, 1985). The technology of the classroom (instructional methods) may affect goals as well as structure (Thompson, 1967). The major focus is this study is on one structural aspect of the social organization of schools - age-grade level. According to Thompson (1967),

> The major components of a complex organization are determined by the design of the organization. Invariably these major components are further segmented, or departmentalized, and connections established within and between departments. It is this internal differentiation and patterning of relationships that we will refer to as structure.
> (Thompson, 1967, p. 51)

One of the unique structural aspects of educational organizations is the compartmentalization of students into relatively homogeneous age groups by grade. Hodgkins and Herriott (1970) hypothesized that the age-grade structure of schools will have an impact on teacher goals. In their model, Hodgkins and Herriott (1970) proposed that the functional form of the relationship between organizational goal emphasis and age-grade level is an S-shaped curve. They have suggested two areas of organizational goal emphasis in schools - acquisition of knowledge and skills (technical socialization) and development of an instrumental orientation (moral socialization). Hodgkins and Herriott (1970) suggest that the organizational goal emphasis in the early grades is primarily on the development of an "instrumental orientation" - the major concern of teachers in these early grades is with the development of behavioral norms and appropriate values with some emphasis on technical goals. Gradually the organizational goal emphasis on technical socialization increases and the emphasis on moral socialization decreases. Both areas of organizational goal emphasis exist in each grade, but the relative emphasis changes as a function of age-grade level.

The hypothesized relationship between technical socialization as an educational goal and age-grade level is presented in Figure 1. As the students progress through school,

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Insert Figure 1 about here
---

the probability of a teacher selecting technical goals for emphasis gradually increases. In the area of moral socialization, as the students progress through school, the teachers may gradually place less emphasis on moral goals because students have already internalized these lessons. The emphasis on moral goals gradually declines as a function of age-grade level. This is shown in Figure 2.

Insert Figure 2 about here

The purpose of this study is to provide an approach to the discovery of educational goals using the theoretical framework described in this section. In exploring the educational goals of teachers, it is important to consider the organizational characteristics of the school. The specific structural characteristic which is examined in this study is the effect of age-grade level on the educational goals of teachers. This perspective stresses that the emphasized goals of teachers are a function of their intended goals as well as the social organization of the schools. Schools can be viewed as social organizations whose primary goals are related to the moral and technical socialization of children. Teachers are not free to select and then simply implement their intended goals - they are constrained by the social organization of schools and the age-grade structure is likely to be an important organizational variable.

Hypotheses

Based on the model described above, four specific hypotheses can

be proposed. Following Hodgkins and Herriott (1970), the first two can be formally stated as follows:

> H1: The emphasis on technical goals by elementary school teachers will be an <u>increasing</u> function of age-grade level.
>
> H2: The emphasis on moral goals by elementary school teachers will be a <u>decreasing</u> function of age-grade level.

The form of this function is hypothesized to be non-linear and to be in the shape of a S-curve.

Hodgkins and Herriott (1970) also suggest that social context may have an impact on the slope of the hypothesized S-curve. This implies that the organizational goal emphasis may rise or drop at different rates in different settings. In order to obtain some evidence for the generalizability of the relationship between educational goal emphasis and age-grade level, type of school was included as a variable. The hypotheses are:

> H3: Catholic and public school teachers will place the <u>same</u> emphasis on technical goals regardless of age-grade level.
>
> H4: Catholic school teachers will place a <u>greater</u> emphasis on moral goals than public school teachers regardless of age-grade level.

Both of these hypotheses suggest that there is no interaction between age-grade level and type of school.

In addition to examining these specific hypotheses, the effects of student composition on teacher goal emphasis was also examined. It is likely that teachers may select educational goals based on a consideration of the prevailing situation in their classrooms. If a

large proportion of the students have not internalized a particular moral goal, cheating for example, then the teacher may emphasize this goal regardless of grade level. This is also an organizational response on the part of the teacher.

Methods

The data analyzed in this study were obtained from a group of public and Catholic school teachers in the metropolitan Chicago area. There are a total of 70 elementary school teachers in the study (includes grades 1 through 8) and a questionnaire was used to obtain the teacher responses. The teachers were asked to indicate the amount of emphasis that they placed on each educational goal in their classrooms. The responses of the teachers were coded as low (0) or high (1) and the probability of high emphasis on educational goals analyzed using logistic regression (SAS, 1983). Logistic regression analysis was used because the logistic function has the S-curve shape which was hypothesized between educational goal emphasis and age-grade level by Hodgkins and Herriott (1970). The probability of a teacher placing a high emphasis on each goal is

$$Pr\ (Y = 1) = 1/(1 + \exp(-ALPHA - XB))$$

where Y represents the response of the teacher, alpha is the intercept parameter, X is a matrix of known independent variables and B is a vector of unknown regression coefficients which must be estimated. Maximum likelihood was used to obtain the estimates of the regression coefficients in the model.

The teachers were also asked to estimate the proportion of

students that had "mastered" or internalized each of the educational goals. The teachers perceptions rather than the actual student characteristics were used to define the student composition variable.

Teacher emphasis on six educational goals were used as the dependent variables. Age-grade level, type of school (public and Catholic) and student composition were the major independent variables in the models. Six separate stepwise regression analyses, one for each of the educational goals, were run in order to test the hypotheses. A so-call backwards solution was used in which age-grade level, school type and the interaction between age-grade level and school type were used as the independent variables. A saturated model which included these three independent variables was estimated first, and then the effect on the chi-square fit statistic of removing each variable from the model was examined. This backwards stepwise approach with the order of the variables fixed in advance was used throughout the study.

The effects of student composition were also examined. Six more runs were made for each of the teacher goals with the independent variables ordered as follows: age-grade level, school type, student composition and the appropriate interaction terms.

The three items which were used to represent the technical goals of the teachers were as follows:

1. The students should be able to apply their basic skills to problems outside the classroom (BASIC SKILLS).
2. The students should be able to read at grade level (READING).
3. The students should be able to solve simple arithmetic problems (ARITHMETIC).

The three items which were used to represent the moral goals were:

1. The students should be able to weigh the consequences of being honest and dishonest (HONESTY).
2. The students should know that cheating on their classwork is wrong (CHEATING).
3. The students should tell the truth when questioned by the teacher (TRUTH).

The results for each of these educational goals is reported in the next section. The use of a single item to represent complex goals such as honesty or truth is far from ideal. The reliabilty and validity of teacher responses to these individual items has not been established and therefore the results should be viewed as a preliminary test of the model.

Results

Technical Goals

The emphasis placed on technical goals of BASIC SKILLS and READING provides support for the first hypothesis which stated that teacher emphasis on technical goals will increase as a function of age-grade level. Age-grade level has a significant effect on BASIC SKILLS X^2 (1, N = 70) = 4.88, $p < .05$, and the regression coefficient is positive. The effect of age-grade level on READING is in the hypothesized direction and approaches the traditional .05 level of significance X^2 (1, N = 70) = 3.09, p =.08. Age-grade level has a significant effect on ARITHMETIC X^2 (1, N = 70) = 10.70, $p < .01$, however the effect is not in the hypothesized direction - teacher emphasis on ARITHMETIC decreases as a function of age-grade level with this group of teachers.

The significant decrease in emphasis on ARITHMETIC as a technical goal for these teachers can probably be explained by the wording of the item. The item was phrased in terms of "simple arithmetic problems", and the use of the word simple rather than at grade level may account for this unexpected result. Since most students have already mastered simple arithmetic problems in the early grades, there is no need for the teachers to continue emphasizing this as an important technical goal in their classrooms. The effects of student composition will be examined further below.

The results for the technical goals of READING and ARITHMETIC support the third hypothesis which stated that Catholic and public school teachers will place the same emphasis on technical goals regardless of age-grade level. School type does not have a significant effect on READING X^2 (1, N 70) = .28, p =.60 or ARITHMETIC X^2 (1, N = 70) = .45, p = .50. The interactions between school type and age-grade level were not statistically significant for ARITHMETIC or READING.

The difference in emphasis placed on BASIC SKILLS by Catholic versus public school teachers was significant X^2 (1, N = 70) = 3.76, p < .05 which was not hypothesized. Since the interaction term is not significant, teacher emphasis on BASIC SKILLS increases in both settings. The teachers in these public schools place a greater overall emphasis on this technical goal. Forty-five percent of the public school teachers indicated high emphasis on BASIC SKILLS, while only 26.7 percent of the Catholic school teachers emphasized this goal in their classrooms.

The results of the stepwise logistic regression analyses for the three technical goals are summarized in Table 1. Since none of the interactions were statistically significant, only the effects of age-grade level and school type are reported.

Insert Table 1 about here

Moral Goals

Teacher emphasis on the moral goal of HONESTY provides support for the second hypothesis which stated that teacher emphasis on moral goals will decrease as a function of age-grade level. Age-grade level has a significant effect on HONESTY X^2 (1, N = 70) = 4.75, $p < .05$, and the probability of teacher emphasis on this moral goal does decrease as a function of age-grade level. Age-grade level does not have the hypothesized effect on the two other moral goals - CHEATING X^2 (1, N = 70) = 1.47, p = .23 or TRUTH X^2 (1, N = 70) = .49, p = .48.

The results for the moral goals of HONESTY, CHEATING, and TRUTH do not support the fourth hypothesis which stated that Catholic school teachers would place a greater emphasis on moral goals regardless of age-grade level. Although the differences between public and Catholic school teachers were not significant at the .05 level, the effect of school type on one of the moral goals was in the hypothesized direction and approached statistical significance - HONESTY X^2 (1, N = 70) = 2.45, p = .12). Overall, 43.3 percent of the Catholic school teachers in this study indicated a high emphasis on HONESTY as a moral goal, while 30.0 percent of the public school teachers selected this

goal for emphasis in their classrooms. School type did not have a significant effect on CHEATING X^2 (1, N = 70) = .13, p = .72 or TRUTH X^2 (1, N = 70) = 1.57, p = .21.

The results of the stepwise logistic regression analyses for the three moral goals are summarized in Table 2. Since none of the interactions were statistically significant, only the effects of age-grade level and school type are reported.

Insert Table 2 about here

The effects of perceived level of student mastery (composition) on the moral and technical goals of teachers were also explored in this study. Student composition has a statistically significant effect on one technical goal - ARITHMETIC, and one moral goal - CHEATING, after controlling for age-grade level. Student composition did not have a significant effect on any of the other educational goals. The interaction terms were also examined and found to be not statistically significant. The results for ARITHMETIC and CHEATING are summarized in Table 3.

Insert Table 3 about here

As pointed out earlier, teachers in this study were asked to indicate the degree of emphasis that they placed on solving simple arithmetic problems. After controlling for student composition, the effect of age-grade level is still statistically significant X^2 (1, N = 70) = 5.41, $p < .05$ and still in an unexpected direction. Student composition also has an effect on the emphasis placed by teachers on

ARITHMETIC X^2 (1, N = 70) = 6.71, p = .01.

In the earlier analysis of CHEATING as a moral goal of teachers, age-grade level and school type did not have statistically significant effects. When student composition is included in the model, there is a significant interaction between age-grade level and student composition in this group of teachers X^2 (1, N = 70) = 4.89, $p < .05$.

Discussion

Schools can be viewed as social organizations designed to achieve a variety of goals. The major educational goals of schools are related to the socialization of students. Educational organizations were created with the specific purpose of producing desired changes in students. These desired changes reflect the educational objectives and intended goals which the schools seek to attain. This socialization function of schools invariably involves a technical and moral component. The technical component reflects the educational goals which relate to student competence in terms of technical skills such as reading, writing and arithmetic. The moral component is also concerned with the development of competence in the students, but in the areas of personal and social skills such as honesty, cooperation and citizenship.

A general view of the role of goals in schools as social organizations was proposed which utilized three types of goals - intended, implemented and internalized. The intended goals reflect the plans and intentions of the school teachers, the implemented goals reflect the actual goals which are implemented by the teacher in the

classroom, and the internalized goals are defined as the actual outcomes of schooling - the observed changes in the students. Although a variety of participants in the school system have goals - students, teachers, principals and other administrators, the focus of this study is on the discovery of the educational goals which are used by elementary school teachers to guide their classroom behaviors.

There were four specific hypotheses explored in this study. It was hypothesized that teacher emphasis on technical goals would increase as a function of age-grade level, and that emphasis on moral goals would decrease. These hypotheses were adapted from a similar set proposed by Hodgkins and Herriott (1970). Although the data is limited in a number of ways, there is some evidence that emphasis on two of the technical goals - BASIC SKILLS and READING - does increase as hypothesized. There was also some evidence that teacher emphasis on the moral goal of HONESTY does decrease. This suggest that there is some support for the first two hypotheses, however further research is still needed before any firm conclusions can be drawn.

The next two hypotheses were related to the effect of school type - public and Catholic - on the moral and technical goals of teachers. Public and Catholic school teachers placed a similar emphasis on the technical goals of READING and ARITHMETIC as hypothesized, however the public school teachers placed a higher emphasis on BASIC SKILLS. The expected differences between public and Catholic school teachers on moral goals were not found. The conceptualization of school type, as used here, does not seem to work very well. In order to deal with school type more effectively, future research is needed which goes

beyond the general classification of schools as public or Catholic. The work of Schlechty (1976) seems to offer a promising typology of schools which would be more informative than the simple dichotomy of public versus Catholic.

The present study has a number of limitations that should be taken into consideration in determining the significance of the results. First, the sample size is relatively small and a larger survey of teacher goals including more grade levels would provide a more valid test of the model. Second, the actual items used to represent the technical and moral goals are somewhat limited and future research should use measures composed of more items.

Even with these limitations, it seems clear that in order to understand educational organizations more fully, it is essential that the intended goals of the organization be examined as a preliminary step. The overall complexity of modern educational systems suggests that goals are problematic, and that the goals actually emphasized by teachers must be examined. This still leaves open the possibility that the implemented goals in school classrooms may be quite different from the intended goals. There is also likely to be a discrepancy between the implemented goals and the goals which are finally internalized by the students. According to one eminent educator,

> . . . there are great discrepancies between what an educational program is intended to accomplish [intended goals], what students are actually given the opportunity to learn [implemented goals], and what the students actually learn [internalized goals].
>
> (Bloom, 1978, p. 216)

The main point here is that goals are problematic in educational organizations and must be discovered and not considered given. As pointed out by Perrow (1978), the discovery and analysis of organizational goals can lead to a more complete understanding of an organization. Schools can be meaningfully viewed as social organizations, and the discovery of organizational goals can contribute to our understanding of the effects that schools have on students and teachers.

One promising way to study the latent curriculum is to examine the social organization of the classroom which mediates between the intended goals of teachers and the goals which are actually implemented in the classroom. This study provides some preliminary evidence about how the social structure of the school - age-grade level in this case - may have an impact on some of the goals selected by teachers for emphasis in their classrooms.

One implication of this study is that a discussion of educational goals should include a consideration of age-grade level. The decision by a teacher to emphasize technical and moral goals is at least partially determined by a consideration of age-grade level. This study provides some support for the model proposed by Hodgkins and Herriott (1970), but further research is needed because the effect age-grade structure is not uniform and seems to vary significantly depending on the particular goal being studied.

This study provides an exploration of teacher intentions and aims, and highlights the potential effects of organizational characteristics on the moral and technical goals selected by teachers

in elementary schools. The framework based on organizational theory which views goals as intended, implemented and internalized can be used as a guide for future research on schools as social organizations. Additional research is needed on how the actual educational goals of teachers are implemented in classrooms, and also the degree to which the discovery of the technical and moral goals emphasized by teachers can increase our understanding of the schooling process.

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Table 1

Summary of Logistic Regression Analyses for Technical Goals

(Age-Grade Level and Type)

Variables	Beta	Chi-square	Prob
Basic skills			
Intercept	-.13	.02	.88
Age-grade	.28*	4.88*	.03*
School type	-1.09*	3.76*	.05*
Reading			
Intercept	-.37	.21	.65
Age-grade	.21	3.09	.08
School type	-.26	.28	.60
Arithmetic			
Intercept	2.87*	8.20*	.00*
Age-grade	-.45*	10.70*	.00*
School type	-.37	.45	.50

* $p < .05$, $n = 70$

Table 2

Summary of Logistic Regression Analyses for Moral Goals

(Age-Grade Level and Type)

Variables	Beta	Chi-square	Prob
Honesty			
Intercept	-.75	.77	.38
Age-grade	-.29*	4.75*	.03*
School type	.85	2.45	.12
Cheating			
Intercept	.30	.13	.72
Age-grade	.15	1.47	.23
School type	-.19	.13	.72
Truth			
Intercept	1.20	2.02	.16
Age-grade	.08	.49	.48
School type	-.65	1.57	.21

* $p < .05$, $n = 70$

Table 3

Logistic Regression Analyses for Arithmetic and Cheating

(Age-Grade Level and Student Composition)

Variables	Beta	Chi-square	Prob
Arithmetic			
Intercept	-3.55	2.49	.11
Age-grade	-.34*	5.41*	.02*
Composition	.07*	6.71*	.01*
Cheating			
Intercept	-15.73*	6.84*	.01*
Age-grade	2.81*	5.45*	.02*
Composition	.19*	7.04*	.01*
Interaction	-.03*	4.89*	.03*

* $p < .05$, $n = 70$

Figure 1. Probability of high emphasis on technical goals by teachers as a function of age-grade level.

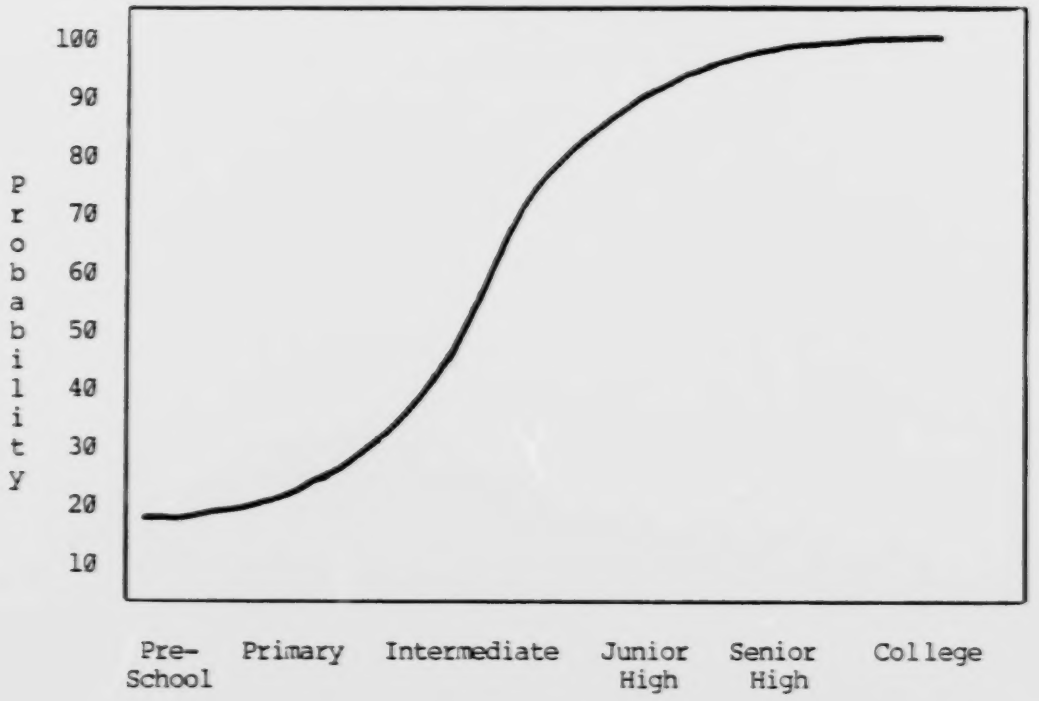

Figure 2. Probability of high emphasis by teachers on moral goals as a function of age-grade level.